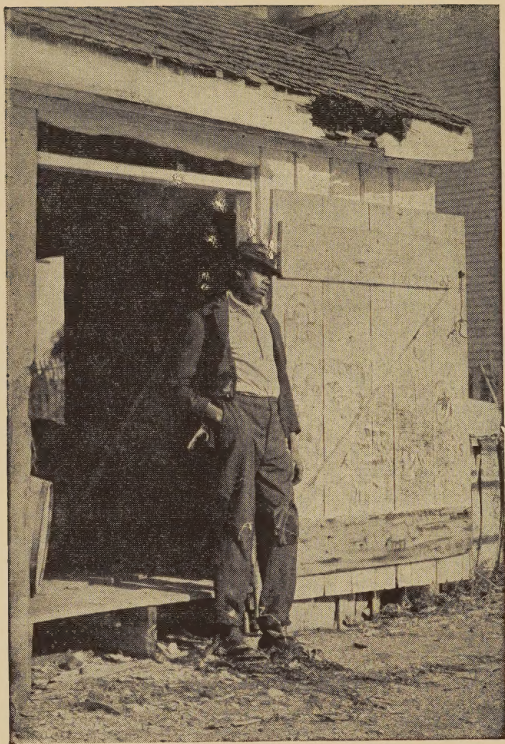


Book 5 Miss

The Need for Hampton





BEFORE HE CAME TO HAMPTON



READY TO LEAVE HAMPTON

PRESS OF THE HAMPTON NORMAL
AND AGRICULTURAL INSTITUTE,
HAMPTON, VIRGINIA, 1916

THE NEED FOR HAMPTON

What is better worth doing than what
Hampton is doing ?—*Edward Everett Hale*

THE NEED FOR HAMPTON

IN 1865, at the end of the war between the states, nearly four millions of ignorant Negro slaves were suddenly set free in this country. Not over ten per cent of these people could read or write. Books had been "taboo" to the mass of them. The black slave boy could carry the wraps and the books and the lunch baskets of his white playmates to the door of their schoolhouse, but he was not allowed to cross its threshold. This obstacle in his pathway, however, only made him the more determined to get, at any cost, that unseen good called "an education."

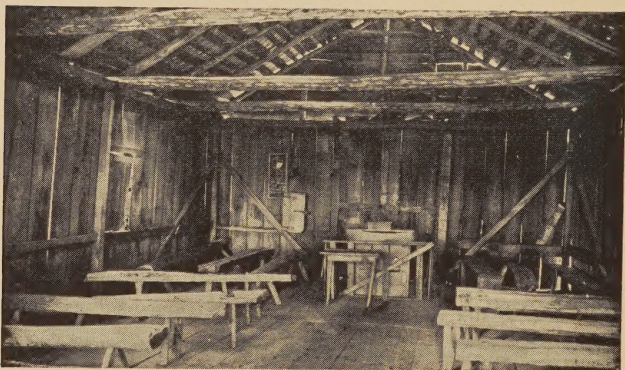
And not only in the mines of West Virginia were such unprivileged children reaching out toward the light. In the cotton fields of the Black Belt, in the log cabins of Kentucky, on the docks of the Mississippi, on the tobacco farms of the Virginia uplands, there was many a determined seeker after knowledge. The Government did

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not provide the means of getting it. Perhaps if Lincoln had lived, this "unfinished work" would have been done. The South, as soon as it had partly recovered from the war's prostration, as early as 1870, provided a common-school system for the two races within its borders. Necessarily, these schools were at first crude and inadequate, and naturally those for the Negroes remained so longer than those for the whites.

But in spite of dilapidated schoolhouses and churches, in spite of ignorant teachers and preachers, in spite of one-room cabins and unsanitary slums to live in, in spite of the one-crop and crop-lien systems of farming the worn-out lands of the South, somehow, some way, the four millions of black people have become ten millions, and instead of ten per cent being able to read and write, seventy per cent are now literate.

Such determination deserves encouragement. When the North sent help to its Southern brothers in bearing this burden of the education and development into citizenship of a whole race of backward



THE OLD HOME AND SCHOOL



THE NEW HOME AND SCHOOL

THE NEED FOR HAMPTON

people, among the pioneers went a man of prophetic vision—Samuel Chapman Armstrong—who saw, thirty years before his fellow-workers in the educational field, that the traditional “readin,’ ’ritin,’ and ’rithmetic” would not make men and women out of an untrained race. Hence the Hampton School, started in 1868—a pioneer in applying the educational principle of the moral force of the labor of the hand.

Set firmly on the making of character as a foundation, Hampton Institute has grown up stone by stone, in the nearly fifty years of its existence, until it stands (though not yet complete) a concrete illustration, through the lives of its graduates, of what a redeeming and transforming force lies in the education of the whole man—the head, the hand, and the heart.

Slowly, partly through the influence of Hampton and the far-reaching work of the eight thousand men and women who have shared its privileges and its counsels; partly through the natural improvement that the years have brought in the public-

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school system ; partly through the wonderful educational awakening that has come to the South in the last ten years,—slowly, but surely, the dilapidated cabins are giving place to well-built and sanitary houses; the worn-out fields to flourishing farms; the leaky churches to handsome structures; the tumble-down schoolhouses to modern buildings; the idle street loafers and the shiftless housewives to good citizens and wise and capable mothers and sisters. Well-lighted and sanitary streets are supplanting dirty, unpaved ones in the Negro quarters of cities; race relations are constantly growing more friendly; Southern white men and women are working in church and school and settlement for their backward neighbors ; the problem of two races differing in color and advantages living side by side in harmony and mutual respect is on the way to solution.

Much remains to be done, and Hampton Institute is helping to do it. The rural schools are being improved by the work of state and county supervisors—the former, white men, the latter,



HAMPTON TRAINING



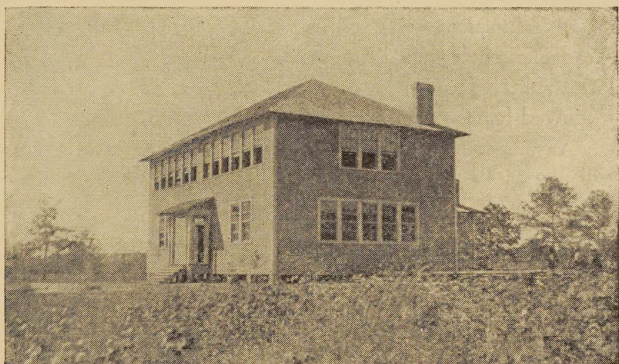
HAMPTON TRAINING

THE NEED FOR HAMPTON

colored men and women—making, side by side, strenuous efforts to develop the rural Negro school into a place where its children may be prepared for life—life in the country, where they were born. Many of these supervisors are Hampton graduates. There is a loud call for more than the school can now furnish, a call, too, for many more teachers. Each year a large number of Negro schools in Virginia must be put in charge of teachers with only “emergency certificates.”

To help meet this need a new type of school is being established in the South—the county training school, where a man and his wife will live and teach, the year round, in the schoolroom, on the farm, in the home, making the school a community center, a place for the enrichment of rural life.

For teachers in these schools of life Hampton Institute is besieged. The institution needs money for expansion, and for scholarships for these students with their life work ready and waiting for them.



FARM-DEMONSTRATION AGENT

A COUNTY TRAINING SCHOOL

“THEIR LIFE WORK READY AND WAITING”

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To make Hampton's work possible it is necessary to raise annually over \$125,000 by voluntary contributions.

A full scholarship for both academic and industrial					
instruction	-	-	-	-	- \$ 100
Academic scholarship	-	-	-	-	- 70
Industrial scholarship	-	-	-	-	- 30
Endowed full scholarship	-	-	-	-	- 2500

Any amount you may care to contribute, however small, will be gratefully received by H. B. Frissell, Principal, or F. K. Rogers, Treasurer, Hampton, Va.

General Armstrong said: "Hampton must not go down. See to it, you who are true to the black and red races of the land, and to just ideas of education."

FORM OF BEQUEST

I give and devise to The Trustees of the Hampton Normal
 and Agricultural Institute, Hampton, Virginia, the sum of
 . . . dollars, payable

